District of Columbia
Office of the State Superintendent of Education

Common Core Data Definitions of Federal Roles

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Common Core Data Definitions of Federal Roles

This document is designed by the Office of the State Superintendent of Education (OSSE) to help local education agencies (LEAs) determine which federal role is appropriate when completing the Faculty and Staff Data Collection based on the staff member's title.

Essential Definitions

Teacher: A school-based employee who instructs any core or non-core academic subject.

INCLUDE general or special education teachers instructing students in the "core" subject areas of English language arts, math, science, and social studies, as well as non-core subjects such as arts, foreign language, and physical education.

EXCLUDE student support professionals (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians, or any other non-instructional personnel), and student teachers if they are not hired to teach a class.

School Administrator: A school-based employee responsible for overseeing the operation of a particular school.

INCLUDE principals, assistant principals, and persons who supervise school operations, assign duties to staff members, supervise, and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

EXCLUDE heads of school, deputies, instructional superintendents, and other persons with LEA-wide responsibilities (e.g., accountants, auditors, business managers, facilities managers, technology, and information system administrators).

Instructional Staff

Librarians/Media Specialists: Professional staff members or supervisors assigned specific duties and school time for professional library services activities. These activities include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.

Library/Media Support Staff: Staff member who renders other professional library and media services. Duties of these staff members include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs,

and similar materials maintained separately or as part of an instructional materials center. Include activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

INCLUDE library aides and those involved in library/media support.

Paraprofessionals (General Education or Special Education): Staff members assigned to assist a teacher with routine activities associated with teaching (e.g., activities requiring minor decisions regarding students), such as monitoring, conducting rote exercises, operating equipment, and clerking.

INCLUDE paid tutors if the position is during the regular school day, whether direct hire or contracted staff—student teachers who support courses and are not the permanent teachers for a course.

EXCLUDE volunteer aides and vacant positions.

Teacher, Adult: Teachers who instruct any core or non-core academic subject of an OSSE-approved adult education program, regardless of the age of the students.

Teacher, Elementary: Teachers who instruct any core or non-core academic subject from grades 1 through 6.

EXCLUDE pre-kindergarten and kindergarten teachers from this count

Teacher, Kindergarten: Teachers who instruct any core or non-core academic subject preceding first grade and after pre-kindergarten. All schools that serve kindergarten students are required to report having kindergarten teachers.

Teacher, Preschool and Pre-Kindergarten: Teachers who instruct any core or non-core academic subject during the year or years preceding kindergarten. All schools that serve pre-kindergarten students are required to report having pre-kindergarten teachers.

INCLUDE teachers of Head Start students if Head Start is part of an authorized public education program of the LEA.

Teacher, Secondary: Teachers who instruct any core or non-core academic subject from grades 7 through 12.

Administrative Staff

Instructional Coach – Literacy: Staff members whose primary responsibility is to provide on-site professional learning, mentoring, and support to classroom teachers to improve reading, writing, and literacy instruction.

INCLUDE literacy coaches and mentors who primarily observe, train, and support teacher practice rather than providing direct student instruction.

EXCLUDE reading specialists, reading interventionists, or tutors whose primary role is providing direct instruction or support to students (these should be reported as teachers or paraprofessionals), and teachers of record for English language arts classes.

Instructional Coach – Math: Staff members whose primary responsibility is to provide on-site professional learning, mentoring, and support to classroom teachers to improve mathematics instruction.

INCLUDE math coaches and mentors who primarily observe, train, and support teacher practice rather than providing direct student instruction.

EXCLUDE numeracy specialists, math interventionists, or tutors whose primary role is providing direct instruction or support to students (these should be reported as teachers or paraprofessionals), and teachers of record for mathematics classes.

Instructional Coach – Other Subjects/Multiple Subjects: Staff members whose primary responsibility is to provide on-site professional learning, mentoring, and support to classroom teachers across multiple academic areas or in specific subjects other than literacy and math (such as science, social studies, or general pedagogy).

INCLUDE general instructional coaches, science coaches, social studies coaches, and technology integration coaches whose primary focus is instructional pedagogy.

EXCLUDE staff whose primary duty is IT hardware/software maintenance (these should be reported as LEA or School Administrative Support Staff), and classroom teachers of record.

Instructional Coordinators and Supervisors: This includes curriculum specialists and master teachers, as well as staff supervising instructional programs at the school level.

INCLUDE supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators or supervisors and in-service training staff, including teacher mentors; Title I coordinators and home

economics supervisors; and supervisory staff engaged in developing computer-assisted instruction.

EXCLUDE school-based department chairpersons (these individuals are reported under "school administrator").

LEA Administrators: Chief executive officers of the LEA.

INCLUDE heads of school, deputies, instructional superintendents, and other persons with LEA-wide responsibilities (e.g., accountants, auditors, business managers, facilities managers, technology or information system administrators, supervisors of transportation, food services, and security).

EXCLUDE supervisors of instructional coordinators, supervisors of guidance counselors, and supervisors of student support staff.

LEA Administrative Support Staff: Staff member who provides direct support to LEA administrators, business office support, data processing, secretarial, and other clerical staff, staff implementing software solutions, and staff who provide hardware and software maintenance and data user support.

School Administrators: Staff members whose activities are concerned with directing and managing the operation of a particular school.

INCLUDE principals, assistant principals, and persons who supervise school operations, assign duties to staff members, supervise and maintain the school's records, and coordinate school instructional activities, including department chairpersons.

School Administrative Support Staff: Staff whose activities are concerned with supporting the teaching and administrative duties of the principal or department chairpersons' office.

INCLUDE clerical staff and secretaries.

Support Staff

School Counselors/Directors: Supervisors and directors of professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating students' abilities, and assisting students in career and personal development.

School Counselors/Directors, Elementary (Grades PS-6): Professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating students' abilities, and assisting students in career and personal development. Classify a counselor who works with preschool through grade 6 students as an elementary guidance counselor. If a counselor works in a middle school that includes grade 6, that person may be included as a secondary counselor.

School Counselors/Directors, Secondary (Grades 7-12): Professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating students' abilities, and assisting students in career and personal development. Classify a counselor who works with students in grades 7-12 as a secondary guidance counselor. If a counselor works in a middle school that includes grade 6, that person may be included as a secondary counselor.

School Nurses, Not Special Education Specific: Personnel who provide all students with diagnostic medical services and medical care.

> ***Note:*** *If this role serves students with disabilities and Individuals with Disabilities Education Act (IDEA) funds are used to fund it, the role should be classified under* ***Special Education Support Staff, Medical/Nursing*** *instead.*

School Psychologists, Not Special Education Specific: Staff who provide the following services to all students:

- Administer psychological and educational tests and other assessment procedures
- Interpret assessment results;
- Obtain, integrate, and interpret information about child behavior and conditions relating to learning;
- Consult with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- Plan and manage a program of psychological services, including psychological counseling for students and parents, and/or
- Assist in developing positive behavioral intervention strategies.

> ***Note:*** *If this role serves students with disabilities and IDEA funds are used to fund it, the role should be classified under* ***Special Education Support Staff, Psychologists*** *instead.*

School Social Workers, Not Special Education Specific: Staff who provide the following services to all students:

- Prepare a social or developmental history of a child;
- Deliver group and individual counseling with the child and family;
- Work in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;

- Enable the child to learn as effectively as possible in his or her educational program by mobilizing school and community resources; and/or
- Assist in the development of positive behavioral intervention strategies.

Note: *If this role serves students with disabilities and IDEA funds are used to fund it, the role should be classified under* ***Special Education Support Staff, Social Workers*** *instead.*

Speech Language Pathologists, Not Special Education Specific: Staff who provide the following services to students:

- Identify students with speech or language impairments;
- Diagnose and appraise specific speech or language impairments;
- Refer for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provide services for the habilitation or prevention of communicative impairments; and/or
- Counsel and guide parents, students, and teachers regarding speech and language impairments.

Note: *If this role serves students with disabilities and IDEA funds are used to fund it, it should be classified under* ***Special Education Support Staff, Speech-language Pathologists*** *instead.*

Student Support Staff: Professional staff members whose activities are concerned with the direct support of students and who nurture but do not instruct students.

INCLUDE attendance officers, coaches, athletic advisors, and athletic trainers; the position does not require teaching credentials.

Support Staff, Other: Any other support staff not defined above and support staff not reported in instructional or student support.

INCLUDE equipment maintenance, bus drivers, security, and food service workers.

The following support staff may work specifically or exclusively with students with disabilities.

Special Education Support Staff, Audiologists provide the following services to students with disabilities:

- Identification of students with hearing loss;
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

- Creation and administration of programs for the prevention of hearing loss;
- Counseling and guidance of students, parents, and teachers regarding hearing loss; and
- Determination of the students' needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Special Education Support Staff, Counselors/Rehabilitation Counselors provide the following services to students with disabilities:

- Guide individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
- Provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.
- Provide vocational rehabilitation services to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

Special Education Support Staff, Interpreters provide services to students who are deaf or hard of hearing, including:

- Oral transliteration services,
- Cued language transliteration services, and
- Sign language interpreting services.

Special Education Support Staff, Medical/Nursing personnel provide services including:

- Medical services are provided for diagnostic and evaluation purposes to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.
- Nursing services designed to enable a child with a disability to receive a free and appropriate public education (FAPE) as described in the child's individualized education program (IEP), except services related to medical devices that are surgically implanted (e.g., cochlear implants).

Special Education Support Staff, Occupational Therapists provide the following services to students with disabilities:

- Improve, develop, or restore functions impaired or lost through illness, injury, or deprivation;
- Improve the ability to perform tasks for independent functioning if functions are impaired or lost; and/or
- Prevent, through early intervention, initial or further impairment or loss of function.

Special Education Support Staff, Orientation and Mobility Specialists personnel provide orientation and mobility services, including:

- Provide services to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and/or
- Teach students the following, as appropriate:
    a. Spatial and environmental concepts and use of information received by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
    b. To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
    c. To understand and use remaining vision and distance low vision aids; and
    d. Other concepts, techniques, and tools.

Special Education Support Staff, Physical Therapists provide the following services to students with disabilities:

- Screen, evaluate, and assess students to identify movement dysfunction;
- Obtain, interpret, and integrate information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and/or
- Provide individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

Special Education Support Staff, Psychologists provide the same services as School Psychologists, not Special Education Specific, with the caveat that they serve students with disabilities, and IDEA funds are used to fund the role.

Special Education Support Staff, Physical Education Teachers and Recreation, and Therapeutic Recreation Specialists provide the following services to students with disabilities as a related service (this category is not for general physical education teachers, which should be categorized as teachers based on the grade span served):

- Provide adaptive physical education, movement education, or motor development to students with disabilities;
- Assess leisure functions; and/or
- Offer therapeutic recreation services, including art therapy; recreation programs in schools and community agencies; and leisure education.

Special Education Support Staff, Social Workers provide the same services as *School Social Workers, Not Special Education Specific* with the caveat that they serve students with disabilities **and** IDEA funds are used to fund the role.

Special Education Support Staff, Speech-language Pathologists provide the same services as *Speech Language Pathologists, Not Special Education Specific,* with the

caveat that they serve students with disabilities, and IDEA funds are used to fund the role.

How is the Collection Template Organized?

The collection's template is broken down into separate worksheets based on the following role types:

- Vacancy;
- Teachers;
- School Administrators/ Related Service Providers/ Special Education Paraprofessionals; and
- All other staff.

It is important to note that if a faculty or staff member holds multiple roles within the LEA that fall into different federal roles, the LEA should report the staff member in multiple collection templates. For example, a faculty/staff member who is a teacher and a special education related service provider should be reported separately in both the "Teacher Data" template and the "School Administrators/ Related Service Providers/ Special Education Paraprofessionals" template. The chart below summarizes the collection templates and the federal roles.

Collection Template	**Federal Role**
Vacancy and Teacher	• Teacher, Adult • Teacher, Elementary (grades 1-6) • Teacher, Kindergarten • Teacher, Pre-School and Pre-Kindergarten (grades preschool and pre-K) • Teacher, Secondary (grades 7-12)
School Administrators/ Related/ Service Providers/ Special Education Paraprofessionals	• Paraprofessional – Special Education • Instructional Coach – Literacy • Instructional Coach – Math • Instructional Coach – Other Subjects/Multiple Subjects • School Administrator – Principal/School Leader (designate ONE per school) • School Administrator – Other • School Counselors/Directors • School Counselors/Directors, Secondary (Grades 7-12) • School Counselors/Directors, Elementary (preschool-Grade 6) • School Social Workers, Not Special Education Specific • School Psychologists, Not Special Education Specific • Speech Language Pathologists, Not Special Education Specific • Special Education Support Staff, Audiologist • Special Education Support Staff, Counselor/Rehabilitation Counselor • Special Education Support Staff, Interpreter • Special Education Support Staff, Medical/Nursing • Special Education Support Staff, Occupational Therapist

	• Special Education Support Staff, Orientation and Mobility Specialist • Special Education Support Staff, Physical Therapist • Special Education Support Staff, Psychologist • Special Education Support Staff, Recreation and Therapeutic Recreation Specialist • Special Education Support Staff, Social Worker • Special Education Support Staff, Speech Language Pathologist
All other staff	• Paraprofessional – General Education • Librarian/Media Specialist • Library/Media Support Staff • LEA Administrator • Instructional Coordinator and Supervisor • LEA Administrative Support Staff • School Administrative Support Staff • Student Support Staff • Other Support Staff • School Nurses, Not Special Education Specific